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ABSTRACT

The bulletin provides a general description of the Grade 9 Social Studies Achievement Test, an outline of the objectives to be tested, the test blueprint, test scoring procedures, and sample questions that demonstrate the nature and complexity of the test items. All test questions are drawn from the content of three prescribed topics: selected market economics, selected centrally planned economics, and industrialization in Canada. The objectives to be tested include knowledge and comprehension, inquiry skills, value concepts, and valuing skills. The test has two parts: Part A contains 60 multiple-choice questions and is worth 70% of the total test score; Part B consists of several questions requiring short written answers and a composition and is worth 30% of the total test score. Both parts of the test are based on common content area and value/knowledge/skill objectives. Twelve sample multiple-choice questions and five short-answer questions and a composition question are provided, along with scoring criteria. (TRS)

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Student Achievement Testing Program Bulletin

Grade 9 Social Studies

1986-87 School Year

SP017635

Alberta
EDUCATION
Student Evaluation Branch

Published September 1986

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This bulletin contains general information about the 1986 Student Achievement Testing Program and information specific to the Grade 9 Social Studies Achievement Test. Additional copies of this bulletin may be obtained by telephoning 427-2948.

DISTRIBUTION: Superintendents of Schools • School Principals and Teachers • The Alberta Teachers' Association • Alberta School Trustees' Association • Officials of Alberta Education • General Public upon Request

September 1986

TABLE OF CONTENTS

	PAGE
PURPOSE OF THE BULLETIN	1
GENERAL INFORMATION	2
Purpose of the Achievement Testing Program	2
Nature of the Achievement Testing Program	2
Students Tested	2
Exemptions from the Achievement Testing Program	2
Students Receiving Instruction in French	3
Administration of the Achievement Testing Program	3
Reporting Achievement Test Results	4
DESCRIPTION OF THE TEST	5
General Description	5
Test Blueprints	6
Reporting Categories	9
SCORING OF THE TEST	11
Selection of Markers	11
Dates for Scoring	11
Scoring Procedures	11
Scoring Guides	11
SAMPLE QUESTIONS	12
Part A: Multiple-Choice Sample Questions	13
Multiple-Choice Key and Item Information	19
Part B: Written-Response Sample Questions	21
Written-Response Scoring Guide	27
CREDITS	36
Multiple-Choice Questions	36
Written-Response Questions	36

PURPOSE OF THE BULLETIN

The Grade 9 Social Studies Achievement Test will be written on June 9, 1987. This bulletin provides a general description of the achievement test, an outline of the objectives to be tested, the test blueprint, and sample questions that demonstrate the nature and complexity of the test items. Attached to the bulletin is the *Grade 9 Social Studies Curriculum Specifications* (April 1986), which presents the specific content and objectives from which the test questions are developed.

Students should have access to the information in this bulletin, particularly to the sample questions.

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GENERAL INFORMATION

Purpose of the Achievement Testing Program

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. This program is not intended to provide information to be used for student placement or promotion.

The achievement tests are administered on a four-year cycle in four subject areas: language arts, social studies, mathematics, and science; and at three grade levels: 3, 6, and 9.

Nature of the Achievement Testing Program

The achievement tests are specific to the program of studies prescribed by the Minister of Education. Curriculum specifications for each subject area, prepared by the Curriculum Branch and the Language Services Branch of Alberta Education, identify the major content areas, the specific learning objectives within each content area, and the emphasis that each objective is to receive. The test questions reflect these curriculum specifications.

Classroom teachers from across the province are extensively involved in developing and field-testing the questions. The student responses are analysed after field-testing to determine each question's discriminating power and level of difficulty. Questions may undergo several revisions before they appear on the achievement test.

The final draft of each test is examined by an Achievement Test Review Committee that includes representatives of The Alberta Teachers' Association, the Conference of Alberta School Superintendents, Alberta's post-secondary institutions, and Alberta Education.

Students Tested

The results of the Achievement Tests are significant at the school jurisdiction level. In most school jurisdictions, total population testing is required to obtain significant results. However, in large school districts, testing with the school as a sample unit is an alternative if a board motion is forwarded to Alberta Education prior to April 1, 1987. Alberta Education will assume total population testing unless a board motion is received.

Exemptions from the Achievement Testing Program

All students who have been taught the subject being tested are expected to participate in the Achievement Testing Program. Any exceptions should be identified by the principal and approved by the superintendent of schools.

The only students who may be excused from participating are those for whom the test is inappropriate. That is, students who

1. are enrolled in an approved program that has been designed for special needs students
2. are being taught the subject that will be tested in another semester or year
3. are enrolled in an English as a Second Language program
4. are being taught the specific subject being tested (mathematics, science, or social studies) in a language other than English

Exemptions for reasons other than those outlined must be approved by the Director of the Student Evaluation Branch.

Students Receiving Instruction in French

French language arts achievement tests and French translations of the mathematics, science, and social studies achievement tests are available for grades 6 and 9 according to the schedule on page 4. School jurisdictions that intend to have their students write achievement tests in French must notify Alberta Education prior to April 1, 1987.

Administration of the Achievement Testing Program

The Achievement Testing Program is administered in accordance with *Examination Regulation 531/82* pursuant to Section 11(1)(g) of the *School Act*. The achievement tests must be administered on the scheduled dates and may not be rescheduled.

The achievement tests should remain unopened until the time of administration. Duplication of any test materials, including the test booklets and answer sheets, is expressly forbidden.

Immediately following the administration of the scheduled achievement tests, the principal must ensure that test booklets and answer sheets are forwarded to school board offices. The school board is responsible for collecting and forwarding to the Student Evaluation Branch all test materials that contain students' responses. Further details regarding procedures for returning these materials to the Branch will be issued when the achievement tests are delivered. For private schools, the Regional Offices of Alberta Education assume the responsibility to collect and forward test materials to the Student Evaluation Branch. All unused testing materials may be retained by the school jurisdiction.

Alberta Education will supervise the scoring of all achievement tests. The scoring of achievement tests by school personnel prior to returning test materials to the Student Evaluation Branch is a violation of the Examination Regulations and contrary to the intent of the Achievement Testing Program.

During 1987, the achievement tests will be administered according to the following schedule:

June 9, 1987 (Morning)

Grade 3 Science

Grade 6 Mathematics*

Grade 9 Social Studies*

In 1988, the achievement tests will be administered according to the following schedule:

June 15, 1988 (Morning)

Grade 3 Social Studies

Grade 6 Language Arts (English)

Grade 9 Mathematics*

*A French translation of this test is available. The French translation must be administered at the same time as the English version.

Reporting Achievement Test Results

An initial report presenting provincial statistical results for each achievement test will be released in early September 1987. At this time, each jurisdiction will also receive a district profile of student achievement that parallels the provincial statistical report, as well as guidelines for interpreting the jurisdictional results in relation to provincial norms. Each school will receive results for students who wrote at the school, similar in form to the jurisdiction results.

Alberta Education will not issue individual statements of results to students; individual student profiles, however, will appear in the jurisdiction and school reports.

A more detailed report presenting an interpretation of the provincial results will be available in March 1988. This report will provide, along with statistical results, descriptive and evaluative statements about student achievement. Issues for further study will be identified also.

DESCRIPTION OF THE TEST

General Description

The test is based on the *1981 Alberta Social Studies Curriculum*. All test questions are drawn from the content of the three topics prescribed for Grade 9. These topics are: Selected Market Economies, Selected Centrally Planned Economies, and Industrialization in Canada. Content emphasis is derived from the *Grade 9 Social Studies Curriculum Specifications (April 1986)*.

The test has two components, Part A and Part B which will be printed as one booklet. Part A contains the multiple-choice questions, and is worth 70% of the total test score. This section consists of 60 items. The student will be required to use a separate answer sheet for this part of the test.

Part B consists of written-response questions. This section is worth 30% of the total test score and consists of several questions that require short written responses and a composition. The questions are based on a common content area, and include all three types of objectives: value, knowledge, and skill.

The test will be administered on the morning of June 9, 1987.

The total writing time for the test is 1 3/4 hours. The amount of time allotted for the test should be sufficient for most students to complete the questions. Students are NOT permitted to write beyond the time allotted.

An attempt has been made to minimize the use of difficult vocabulary. Readability is carefully monitored, both through the involvement of numerous Grade 9 classroom teachers during the test-development process and through the application of the Dale-Chall Readability Formula.* Allowances are made for vocabulary specific to the Alberta Grade 9 Social Studies program.

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*The Dale-Chall formula for predicting readability is a two-factor formula based on a measure of vocabulary difficulty and sentence structure. It is particularly appropriate to social studies materials at this grade level.

Test Blueprints

The topics and objectives on which the multiple-choice questions of the test are based are shown in the table below. (See also the test blueprint on page 7.) The objectives on which the written-response questions of the test are based are shown on the blueprint on page 8.

Number and Distribution of Questions

Grade 9 Social Studies Achievement Test

	Value	Knowledge	Skill	Total	Emphasis (%)
Topic A	3	9	8	20	33.3
Topic B	3	8	9	20	33.3
Topic C	3	9	8	20	33.3
TOTAL	9	26	25	60	100
Emphasis (%)	15	43	42		

GRADE 9 SOCIAL STUDIES ACHIEVEMENT TEST BLUEPRINT

PART A: MULTIPLE CHOICE

CONTENT / REPORTING CATEGORY	PROCESSES / REPORTING CATEGORY		5 VALUE CONCEPTS: Knowledge of competing values and value positions.			6. SELECTED MARKET ECONOMIES: Knowledge of facts, concepts, and generalizations related to selected market economies.							7. SELECTED CENTRALLY PLANNED ECONOMIES: Knowledge of facts, concepts, and generalizations related to selected centrally planned economies.					8. INDUSTRIALIZATION IN CANADA: Knowledge of facts, concepts, and generalizations related to industrialization in Canada.					TOTAL
			5.1 Materialism/quality of life	5.2 Individual freedom/government control for the common good	5.3 Conservation/material welfare	6.1 Industrialization	6.2 Technological change	6.3 Scarcity	6.4 Market economy	6.5 Materialism	6.6 Quality of life	6.7 Labor/management relations	7.1 Basic economics	7.2 Historical evolution	7.3 Centrally planned economy	7.4 Control	7.5 Welfare of the state	8.1 Geographic factors	8.2 Demography	8.3 Primary, secondary, and service industries	8.4 Technological change	8.5 Conservation	
1. KNOWLEDGE AND COMPREHENSION Ability to recall or recognize data and the ability to transform data into other words.	1.1 Recall facts 1.2 Understand concepts 1.3 Understand generalizations		10%			15%							15%					15%					55%
2. INQUIRY SKILLS (I): Ability to identify an issue, select appropriate research questions and to apply data gathering and data organizing techniques.	2.1 Identify and focus on the issue 2.2 Formulate research questions 2.3 Gather and organize data					3½%							5%					10%					18½%
3. INQUIRY SKILLS (II): Ability to analyze, evaluate and synthesize data.	3.1 Analyze and evaluate data 3.2 Synthesize data					7%							5%					1½%					13½%
4. INQUIRY SKILLS (III): Ability to resolve the issue, apply the decision and evaluate the decision.	4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision					3½%							2%					1½%					7%
5. VALUING SKILLS: Ability to resolve conflicts arising from competing values.	5.1 Value analysis 5.2 Decision making		6%																				
TOTAL			16%			29%							27%					28%					100%

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GRADE 9 SOCIAL STUDIES ACHIEVEMENT TEST BLUEPRINT

PART B: WRITTEN RESPONSE (30% of total score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION OF TOTAL MARK
Students complete both short answer and extended written-response questions. The student integrates steps of the inquiry process in dealing with a given issue.	1. Identify value conflict	5%
	2. Recall knowledge	4%
	3. Analyze and evaluate data	4%
	4. Synthesize data	2%
	5. Extended response	15%
		30%

Questions based on value objectives relate to understanding values and developing valuing skills. Objectives related to the development of attitudes and some participation skills do not form part of this test.* The weighting allocated to the development of these objectives in the curriculum specifications has been reassigned to the remaining objectives on a prorated basis.

Reporting Categories

Student achievement will be analysed and reported to school jurisdictions using 10 reporting categories. The first eight categories report information specific to the multiple-choice portion of the test. The results of the written-response portion will be reported in the remaining two categories.**

Multiple-Choice Reporting Categories

RECALL AND COMPREHENSION (ALL TOPICS): Recalls and understands facts, concepts, and generalizations.

INQUIRY SKILLS I (ALL TOPICS): Uses skills related to identifying elements of an issue, formulating research questions and procedures, and gathering data.

INQUIRY SKILLS II (ALL TOPICS): Uses skills related to analysing, evaluating, and synthesizing data.

INQUIRY SKILLS III (ALL TOPICS): Uses skills related to resolving issues, planning courses of action, and evaluating decisions and courses of action.

VALUE CONCEPTS AND VALUING SKILLS (ALL TOPICS): Recalls and understands competing values and uses skills to analyse competing value positions.

RECALL AND COMPREHENSION (TOPIC A): Recalls and understands facts, concepts, and generalizations related to Selected Market Economies.

RECALL AND COMPREHENSION (TOPIC B): Recalls and understands facts, concepts, and generalizations related to Selected Centrally Planned Economies.

RECALL AND COMPREHENSION (TOPIC C): Recalls and understands facts, concepts, and generalizations related to Industrialization in Canada.

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*Although these objectives are important, questions based on such objectives yield different data than is ordinarily associated with student performance on an achievement test.

**The reporting categories and their relative emphases are shown in the test blueprints on pages 7 and 8.

Written-Response Reporting Categories

IDENTIFICATION OF THE ELEMENTS OF THE ISSUE: Recalls facts, concepts, and generalizations and uses them to identify elements of an issue.

RESOLUTION OF AN ISSUE: Recalls facts, concepts, and generalizations and uses them to present and defend a statement of position.

SCORING OF THE TEST

The multiple-choice portion (Part A) of the test will be machine-scored. The written-response section (Part B) will be marked by Grade 9 teachers who have been recommended by their superintendents and appointed by the Student Evaluation Branch.

Selection of Markers

To qualify for recommendation by a superintendent, a prospective marker must already have taught Grade 9 Social Studies for two or more years, currently be teaching Grade 9 Social Studies, and have a valid permanent Alberta teaching certificate.

Superintendents will be asked to submit their recommendations by October 15, 1986. Teachers who are interested in being recommended as markers should contact their superintendents prior to this date. The Student Evaluation Branch will select approximately 100 teachers from the list of recommended markers. Markers will be selected in proportion to the number of students writing the achievement test in each region of the province. They will be contacted in early April. The list of markers will be finalized no later than June 15, 1987.

Dates for Scoring

The written-response section of the 1987 Grade 9 Social Studies Achievement Test will be scored in Edmonton during the week of July 20 - 24, 1987.

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to actual scoring. Consistency in marking will be closely monitored.

Each paper will be scored by three different markers. However, each question will be scored by only one marker. This scoring system will allow reliable results to be reported at the school, jurisdictional, and provincial levels but not at the individual student level.

Scoring Guides

The scoring guides presented on pages 27 to 35 will be used to grade the written-response section. The descriptions of the criteria for scoring will be adjusted to reflect the requirements of each specific assignment and actual student responses. Training in the use of these guides will be provided at the marking sessions. Since the scoring guides do not appear in the test booklet, teachers should familiarize their students with the criteria prior to having the students write the test.

SAMPLE QUESTIONS

Examples of both multiple-choice and written-response questions are presented on pages 14 to 18 and 22 to 26 respectively. They illustrate the nature and complexity of the questions that will appear on the test.

Teachers are encouraged to familiarize their students with the type of questions that will appear on the achievement test by having the students work through the sample questions.

Please note that this collection of questions does not represent the emphasis of the course. The weightings assigned to the different course objectives for the actual test are indicated in the blueprints on pages 7 and 8 of this bulletin.

PART A: Multiple-Choice Sample Questions

A sample of the instruction page that contains the specific directions for answering the multiple-choice portion of the test is presented below. Sample questions are found on pages 14 to 18.

GRADE 9 SOCIAL STUDIES
ACHIEVEMENT TEST

INSTRUCTIONS

PLEASE MAKE SURE YOU HAVE FILLED OUT THE INFORMATION ON THE BACK OF THIS TEST BOOKLET BEFORE YOU BEGIN THE ACHIEVEMENT TEST.

Time: 1¾ hours

Total marks: Section A - consists of 60 multiple-choice questions worth 70% of the total mark.

Section B - consists of the written-response section worth 30% of the total mark.

Both parts of the test will be written in one continuous session. Students are encouraged to structure their time to their best advantage.

Read carefully and follow the specific instructions given.

On the answer sheet provided, use ONLY an HB pencil to mark the CORRECT or BEST answer for each item as shown in the example below.

Example	Answer Sheet
The capital city of Canada is	A B C D
A. Vancouver B. Winnipeg C. Ottawa D. Montreal	① ② ● ④

Mark only one answer for each item. If you wish to change an answer, please erase your first mark completely.

ANSWER ALL ITEMS.

DO NOT FOLD EITHER THE ANSWER SHEET OR THE TEST BOOKLET.

The presiding examiner will collect the answer sheet and test booklet for transmission to Alberta Education.

DUPLICATION OF THIS PAPER IN ANY MANNER, OR ITS USE FOR PURPOSES OTHER THAN THOSE AUTHORIZED AND SCHEDULED BY ALBERTA EDUCATION, IS STRICTLY PROHIBITED.

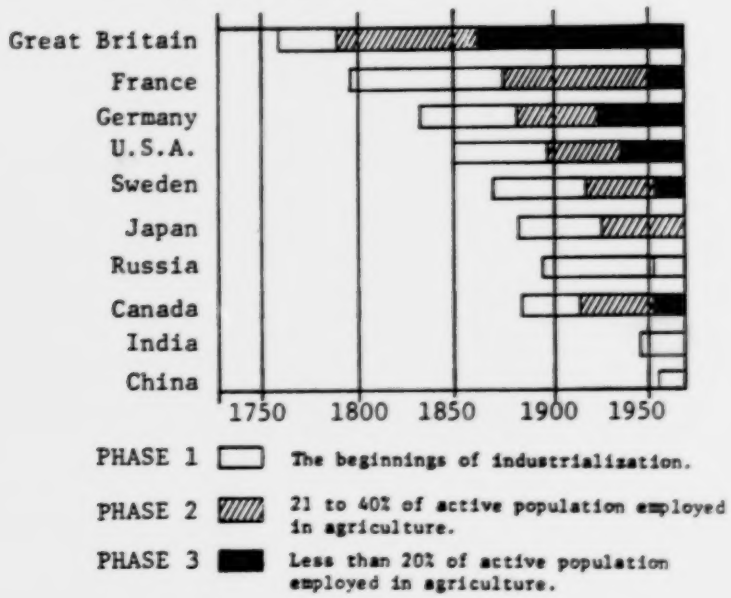
TOPIC A: SELECTED MARKET ECONOMIES

1. The Industrial Revolution began with the

   A. creation of trade unions
   B. growth of colonial empires
   C. decline of urban populations
   D. introduction of power machinery

Use the graph below to answer question 2.

PHASES OF INDUSTRIALIZATION



2. In 1800, the percentage of the population of Great Britain that was involved in agriculture was

   A. between 21% and 40%
   B. between 41% and 50%
   C. less than 20%
   D. more than 50%

Use the sources below to answer questions 3 and 4.

Speaker I

Today, the manufacture of a single product is usually divided among many people. For example, producing a car takes a large number of workers, but each worker does only one small part of the job. The assembly line has become a common method of organizing work.

Speaker II

Jobs on the assembly line are better for workers. A worker who does the same small job all the time can become very good at it. This speeds up production and leads to a higher standard of living for everyone.

Speaker III

Working at the same task day after day, month after month, is terribly boring. Workers on an assembly line lose their sense of achievement. They can take little pride in their work or the product they create.

3. How does Speaker I feel about assembly lines?

A. He is highly in favor of assembly lines.
B. He is slightly in favor of assembly lines.
C. He does not say one way or the other.
D. He opposes assembly lines.

4. Speaker II's position supports the value of

A. conservation
B. human dignity
C. individual freedom
D. materialism

TOPIC B: SELECTED CENTRALLY PLANNED ECONOMIES

5. Economic decisions in a centrally planned system such as that in the U.S.S.R. are usually justified on the basis of the

   A. common good of the society
   B. pursuit of individual happiness
   C. personal freedom of the citizens
   D. material well-being of the individual

6. A major function of the Soviet State Planning Commission (Gosplan) is to

   A. act upon the political concerns of the people
   B. approve the content of newspapers, books, and television
   C. supervise the selection of Communist Party candidates
   D. direct economic development from one central location

Use the information below to answer questions 7 and 8.

> "From each according to his abilities, to each according to his needs."
>
> -- Karl Marx

7. The quotation refers to Marx's idea of how goods are to be

   A. produced and sold
   B. selected and created
   C. selected and marketed
   D. produced and distributed

8. When Marx made this statement in the 1840s he was suggesting that

   A. wealth should be more fairly distributed
   B. education could overcome economic problems
   C. governments were taking advantage of people
   D. materialism was the most important value in society

TOPIC C: INDUSTRIALIZATION IN CANADA

Use the map below to answer question 9.

9. The map above shows Canadian

A. industrial patterns
B. population patterns
C. landform regions
D. climatic regions

10. To find out how an energy shortage would affect the quality of life of Canadians, the MOST USEFUL research question would be:

    A. Can the quality of Alberta petroleum products meet world market standards?

    B. Can a practical electrical car be designed to replace gasoline-powered automobiles?

    C. To what extent do jobs and economic growth depend upon an adequate supply of energy?

    D. To what extent are oil supplies threatened by continued political unrest in the Middle East?

11. The major geographic factor limiting industrial growth in Canada's North is

    A. unproductive soil
    B. harsh climate
    C. shortage of mineral resources
    D. lack of suitable harbors

12. A group of Toronto citizens who signed a petition to stop the construction of an airport because they felt it would create too much noise in their neighborhood are placing the highest value on

    A. common good
    B. materialism
    C. quality of life
    D. individualism

Multiple-Choice Key and Item Information

The 12 multiple-choice items are representative of the types of questions to be found in Part A of the Grade 9 Social Studies Achievement Test. Questions 1, 3, 4, 5, 6, 9, 10, and 11 are taken from the 1983 Grade 9 Social Studies Achievement Test. Questions 2, 7, 8, and 12 are drawn from field tests administered in 1986. The table below presents the correct answer for each item and the percentage of students choosing each alternative.

Question Number	Key	Distribution of Responses by Alternative A	B	C	D
1	D	9%	10%	4%	77%
2	A	77%	6%	8%	5%
3	C	22%	17%	60%	1%
4	D	16%	24%	9%	51%
5	A	79%	5%	6%	11
6	D	18%	11%	14%	57%
7	D	17%	6%	7%	68%
8	A	60%	7%	17%	14%
9	B	34%	51%	10%	5%
10	C	12%	9%	66%	13%
11	B	10%	73%	11%	6%
12	C	15%	5%	73%	7%

The information below indicates the process the student is expected to follow to obtain the correct answer. The curriculum specification that each item meets is also presented.

1. The student is required to recognize a key characteristic of the Industrial Revolution.
   Objective: Topic A, knowledge - definition of Industrial Revolution.

2. The student is required to review data depicting the growth of industrialization in various countries.
   Objective: Topic A, skill - gather and organize data.

3. The student is required to focus on an issue presented in a reading.
Objective: Topic A, skill - focus on an issue related to industrialization.

4. The student is required to identify materialism as the value supported by Speaker II.
Objective: Topic A, value - develop understanding of values that influence perspectives on industrial growth.

5. The student is required to identify the common good as a value underlying centrally-planned economies.
Objective: Topic B, value - identify how the values of the common good and individual freedom conflict in the centrally planned economy of the Soviet Union.

6. The student is required to recall the function of the Soviet State Planning Commission (Gosplan).
Objective: Topic B, knowledge - co-ordination of the Soviet economy.

7. The student is required to read and interpret a quotation by Karl Marx.
Objective: Topic B, skill - gather and organize data by reading and interpreting a variety of materials.

8. The student is required to synthesize data in order to determine the best interpretation of the quotation.
Objective: Topic B, skill - synthesize data by relating the effects of a centrally planned economy to aspects of lifestyles.

9. The student is required to look at the map and then recall the concept of demography and Canada's population patterns.
Objective: Topic C, knowledge - population patterns in Canada.

10. The student is required to identify the research question that would be most useful in a given situation.
Objective: Topic C, skill - formulate research questions by discussing the effects of new technology on quality of life in Canada.

11. The student is required to recall a major geographical factor that limits industrial growth in Canada's North.
Objective: Topic C, knowledge - climate.

12. The student is required to identify quality of life as the value supported by the information in the stem of the question.
Objective: Topic C, value - identify conflicting values evident in a variety of perspectives about controlling new technology in industry.

PART B: Written-Response Sample Questions

Below is a sample of the general content and format of the instructions for answering the written-response portion of the test. The sample questions are presented on pages 22 to 26.

GRADE 9 SOCIAL STUDIES

ACHIEVEMENT TEST

PART B: WRITTEN RESPONSE

INTRODUCTION

Part B consists of the written-response section worth 30% of the total mark.

In this section of the test, you will have a chance to show that you can apply what you have learned this year to NEW situations and issues. The issue may be new to you and some of the material may not have been discussed in class, but your knowledge of social studies should help you work out the answers.

INSTRUCTIONS

All written-response questions in Part B will be based on the issue stated on the top of page 22.

Your finished work must be written in the space provided. No marks will be given for rough work.

Since question 5 is worth 15 marks, be sure to allow sufficient time for answering it.

Please use blue or black ink for your finished work.

THE ISSUE

SHOULD THE INTRODUCTION OF COMPUTER TECHNOLOGY IN ALBERTA'S INDUSTRIES BE CONTROLLED?

BACKGROUND TO THE ISSUE

New technology has made computers smaller and cheaper. Today, practically any factory or office can afford to introduce automation. The introduction of computer technology, however, can often lead to disputes between management and labor.

POSITION SUMMARIES

SPEAKER I	Assembly-line robots are 1.5 times faster than people and maintain consistent quality control. They don't take coffee breaks or vacations and they don't go on strike. Even though they cost between $5000 and $130 000, they're 70 per cent cheaper to "employ" than people. This keeps the price of our products down and makes us more competitive with foreign factories.
SPEAKER II	These robots may replace over 90 per cent of assembly-line jobs. Running the computers and programming the robots will be the only jobs left. I only have a high school diploma, so I won't be able to get that kind of job. Neither will any of my friends. With 90 per cent of the province unemployed, what will happen to the economy?
SPEAKER III	I used to enjoy my work, but now I'm bored. I was responsible for all the office records and had to keep track of everything that happened. Now we have a computer that does all that. I only load it with paper and push buttons. I didn't go to business college for two years so I could waste my life loading paper into a computer.
SPEAKER IV	We are in the middle of the Computer Revolution. Thanks to computer automation, the Alberta consumer has more and better goods than ever before. Thanks to computers, consumers have access to more services and information than ever before. Thanks to robots, workers no longer have to do dangerous or tiresome jobs and are freed for more meaningful work. The Computer Revolution means a future of leisure and plenty for all.

5 marks 1. A person's views are usually based on the values held by that person. Choose one of the four speakers from page 22 and name the value that appears to be important to that speaker. Give evidence from the speaker's statement in the position summaries to support your answer.

a. Speaker _____

Value _____

Evidence _____

_____

Choose a second speaker whose views seem to be in conflict with those of the speaker you chose above. Name the value that appears to be important to that speaker. Give evidence from the speaker's statement in the position summaries to support your answer.

b. Speaker _____

Value _____

Evidence _____

_____

2 marks 2. a. Give one POSITIVE effect of the introduction of new technology on life in Great Britain during the Industrial Revolution. Give a reason for your answer.

_____

_____

_____

_____

2 marks b. Give one NEGATIVE effect of the introduction of new technology on life in Great Britain during the Industrial Revolution. Give a reason for your answer.

_____

_____

_____

_____

2 marks 3. a. From the data on page 25, predict one possible POSITIVE effect of the introduction of computer technology in Alberta's industries today. Give a reason for your answer.

2 marks b. From the data on page 25, predict one possible NEGATIVE effect of the introduction of computer technology in Alberta's industries today. Give a reason for your answer.

2 marks 4. From your answers to questions 2 and 3, what generalization (general conclusion) can be made about the effects of the introduction of any new technology on society?

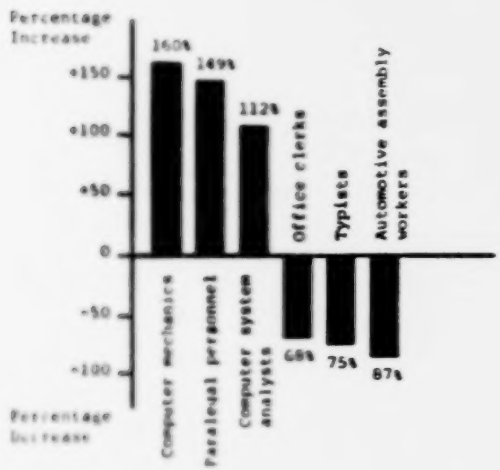
A Canadian-built robot device has allowed Ontario Hydro to recover seven highly radioactive pieces of a damaged nuclear fuel rod while still operating the reactors at full power. Recovery of the radioactive material is very difficult because workers cannot be exposed to radioactivity.

- summary of article in *Financial Post*

Video display terminals used by the new word-processing equipment may prove to be a health hazard to office workers. Some experts feel that continued use can strain and damage operators' eyes. There may also be some danger to expectant mothers if they are exposed to the terminals for long periods.

- summary of article in the *Edmonton Journal*

Predicted Change in Employment Patterns
1980 - 1990



A professor at the University of Calgary claims that many more jobs will be gained through computerization than will be lost. Researchers found that in most businesses studied, more jobs were created than were lost when new technology was introduced. When jobs were lost, the loss was considered temporary.

- summary of article in *Canadian Industrial Relations and Personnel Developments Newsletter*

An official of the Canadian Union of Public Employees claims that within the next two years technology will rob up to 70 per cent of Canada's female clerical workers of their jobs. Those who lose their jobs to computerization will find it difficult, if not impossible, to find other employment. "Technology has substantial negative implications for our unions." the official said.

- summary of article in *Canadian Industrial Relations and Personnel Developments Newsletter*

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15 marks 5. Imagine that you live in a town whose mayor is thinking of buying a computer system for the civic centre. The new computer would help modernize the town's services and reduce costs. Although taxes would have to be raised slightly for two years to pay for the computer, the long-term savings would allow town council to cut taxes or to introduce new services. The computer, however, may take the jobs of many civic workers, such as clerks and typists. The mayor has asked the citizens for their opinions on the issue.

Write a letter to the town council in which you state whether or not the town should buy the computer. Give reasons for your opinion. Make a convincing presentation. Use evidence from the data provided and from your knowledge of social studies to support your arguments. Sign the letter "Pat Smith".

Your letter will be marked according to the following:

- how persuasive or convincing your letter is
- how accurate and logical your arguments are
- how well you express yourself (grammar, word usage, punctuation)

Dear Mayor Applegate:

Written-Response Scoring Guide

QUESTION 1.

RESPONSE MODE - Written: from several words, or phrases, to complete sentences.

MARK ALLOCATION - Five marks for an accurate and appropriate response to question 1, parts "a" and "b"
- one mark for selection of speakers with conflicting views
- one mark for identification of value for each speaker (total of two marks)
- one mark for presentation of appropriate evidence for each speaker (total of two marks)

CRITERIA FOR SCORING

1. One mark for selecting any one of the following combinations of speakers with conflicting values

   Speaker I and Speaker II
   Speaker I and Speaker III
   Speaker IV and Speaker II
   Speaker IV and Speaker III

2. One mark for identification and naming of value for each speaker. Mark is awarded automatically if the value identified is the same as listed below. Other values may be acceptable but the mark is not awarded unless it is defended with appropriate evidence.

3. A second mark is awarded for the selection of appropriate evidence for each speaker (see below). Evidence need not be expressed in a direct quotation.

   EXAMPLES:

SPEAKER	VALUES	EVIDENCE
I	efficiency	"1.5 times faster than people" "70% cheaper to employ"
II	job security personal well being	"The only jobs left" "I won't be able to get that...job" "what will happen"
III	job satisfacton	"I'm bored" "computer that does all that" "waste my life"
IV	quality of life	"more and better goods" "no longer...dangerous...jobs" "more meaningful life" "leisure" "plenty for all"

QUESTION 2. a.

RESPONSE MODE - Written: one or more ideas expressed in one or more phrases or sentences.

MARK ALLOCATION - Two marks, to be distributed according to the criteria stated below.

CRITERIA FOR SCORING

2. a. One mark for stating a positive effect of the introduction of new technology.

A second mark for a valid reason that supports the positive selected effect.

The reason should state, explicitly or implicitly, what value was enhanced, or how the "positive effect" improved the quality of life. Reference to the value or "positive effect" should be made within the appropriate historical context.

EXAMPLES:

(i) Positive Effect: Increase in Standard of Living

Reason: An ever increasing supply of goods that were reasonably cheap and of consistent quality meant that more goods were available to more people than ever before.

(ii) Positive Effect: Growth and Improvement of Transportation

Reason: Canals were built or enlarged. Railroads and highways were constructed. Ships were improved. Eventually airplanes were invented. Together, these facilities moved more goods and more people farther and faster than had ever been thought possible.

QUESTION 2. b.

RESPONSE MODE - Written: one or more ideas expressed in one or more phrases or sentences.

MARK ALLOCATION - Two marks, to be distributed according to the criteria stated below.

CRITERIA FOR SCORING

2. b. One mark for stating a negative effect of the introduction of new technology.

A second mark for a valid reason that supports the negative selected effect.

The reason should state, explicitly or implicitly, what value was undermined, or how the "negative effect" adversely affected the quality of life. Reference to the value or "negative effect" should be made within the appropriate historical context.

EXAMPLES:

(i) Negative Effect: Creation of Slums

Reason: People flocked to the cities from the country districts to find jobs in industry. As a result, there was usually a shortage of housing for workers. Landlords were able to charge high rents for very poor accommodations. These industrial areas rapidly became dreadful slums.

(ii) Negative Effect: Child Labor

Reason: Five- and six-year old orphans, as well as children of the poor, were forced to work in the factories and coal mines for only a few cents a week. In addition to being very harmful to the health and well-being of the children, child labor also resulted in a surplus of labor. This causes reduced wages and lay-offs for adult workers.

QUESTION 3. a.

RESPONSE MODE - Written: one or more ideas expressed in one or more phrases or sentences.

MARK ALLOCATION - Two marks, to be distributed according to the criteria stated below.

CRITERIA FOR SCORING

3. a. One mark for predicting a possible positive effect of the introduction of computer technology in Alberta's industries today.

A second mark for a valid reason that supports the positive selected effect.

The reason should state, explicitly or implicitly, what value would be enhanced or what need would be fulfilled by the "possible POSITIVE effect." Evidence supporting the reason be should derived from the "Data Page."

EXAMPLES:

(i) Possible Positive Effect: Increased Worker Safety

Reason: Robots can be devised to handle radioactive materials. People will not have to risk their lives or expose themselves to health hazards when computerized robots are available to do such work.

(ii) Possible Positive Effect: Increased Productivity

Reason: More cars will be manufactured by fewer workers. It is estimated that there will be 87% fewer workers on the automotive assembly line in 1990 than there were in 1980. In spite of this decrease in the automotive work force, the output of cars may increase.

QUESTION 3. b.

RESPONSE MODE - Written: one or more ideas expressed in one or more phrases or sentences.

MARK ALLOCATION - Two marks, to be distributed according to the criteria stated below.

CRITERIA FOR SCORING

3. b. One mark for predicting a possible negative effect of the introduction of computer technology in Alberta's industries today.

A second mark for a valid reason that supports the selected negative effect.

The reason should state, explicitly or implicitly, what value would be undermined or what need would be thwarted by the "possible NEGATIVE effect." Evidence supporting the reason should be derived from the "Data Page."

EXAMPLES:

(i) Possible Negative Effect: Health Hazard

Reason: Video display terminals may prove hazardous to the health of office workers. Some possible hazards may include eye strain or damage to the eyes and danger to expectant mothers.

(ii) Possible Negative Effect: Increased Unemployment

Reason: Many of the existing jobs will disappear. The numbers of people required on the assembly line orin the office will be greatly diminished. In our society, those who have no employment have no source of income. This will mean social and psychological stress as well as a lower standard of living for the unemployed.

QUESTION 4.

RESPONSE MODE - Written: one or more ideas expressed in one or more phrases or sentences.

MARK ALLOCATION - Two marks, to be distributed according to the criteria stated below.

CRITERIA FOR SCORING

Two marks for a clearly stated generalization that meets the following criteria:

1. It shows how two or more concepts are meaningfully related to each other.

2. It is accurate, logically consistent, and directly related to the answers in questions 2 and 3.

One mark awarded for a generalization which is not directly related to the answers in questions 2 and 3.

EXAMPLES:

- The introduction of new technology is often accompanied by both social costs and benefits.

- The introduction of new technology affects our quality of life.

- Increased production of goods may lead to increased concern with materialism.

QUESTION 5.

RESPONSE MODE - Written: an extended response that is several paragraphs in length.

TASK ASSIGNMENT (Question 5)

In this assignment, students are asked to take a stand on a facet of a current social issue as it manifests itself in a specific situation. They are expected to communicate their position effectively. This type of assignment is ideally suited to the primary trait method of scoring.

PRIMARY TRAIT SCORING

RATIONALE

The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects upon that audience. Particular writing tasks require particular approaches if they are to be successful. The approach used by the writer to reach and affect his audience will be the most important--the primary trait of a piece of writing. For example, the writer of a set of directions must present things in a logical and unambiguous manner if he expects readers to follow the directions. Therefore, the primary trait of a written set of directions would be an unambiguous, sequential, and logical progression of instructions. Successful papers will have that trait, but unsuccessful papers will not, regardless of how clever or well written they may be in other respects. On the other hand, the purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one will not have, and these traits will differ from those necessary for a successful set of directions.

APPLICATION TO QUESTION 5

Question 5 asks "Pat Smith" to write a letter to Mayor Applegate, commenting on the advisability of adopting computerization. The best letters, presumably, will be those that persuade Mayor Applegate to adopt the writers' point of view. In other words, the primary trait in this case is persuasiveness. For purposes of scoring, you are asked to put yourself in Mayor Applegate's place. Accordingly, letters that move you, that persuade you most, will receive the highest scores. Letters that are not persuasive cannot receive a high score regardless of how well written they may be in other respects (e.g., in terms of word choice, sentence structure, or organization).

MARK ALLOCATION - A total of 15 marks is allotted to this question. The question will be scored on a five category scale. The student score will be adjusted by a factor of three.

ORIGIN OF SCALE

1. The five category scale is based on different levels of quality of student writing.

2. Each of the five levels has been described on the scoring guide on page 35.

3. The task for the scorer is to judge which category description best suits the particular response.

4. An adequate response is placed in category 3.

5. The complete guide with descriptors and criteria for scoring appears on the following page.

GRADE 9 SOCIAL STUDIES ACHIEVEMENT TEST

WRITTEN-RESPONSE SCORING GUIDE: QUESTION 5

DESCRIPTOR	SCORE	CRITERIA FOR SCORING
EXCELLENT	5	The writer presents an excellent argument based on solid reasoning and carefully selected facts. His use of language is accurate and effective. His letter is very persuasive in supporting his position.
GOOD	4	The writer presents a good argument based on logical reasoning and relevant facts. His use of language is clear and understandable, although there may be a few minor grammatical and spelling errors. His letter is persuasive and it supports his position well.
ACCEPTABLE	3	The writer presents an identifiable position based on related facts. His use of language is adequate, although there may be some grammatical and spelling errors. His letter is somewhat persuasive in supporting his position.
LIMITED	2	The writer presents a confused statement of position. His arguments tend to rely on emotion and not logic. The facts which are cited are only remotely related. His use of language is limited and displays frequent grammatical and spelling errors. His letter is unpersuasive.
POOR	1	The writer does not present a definable position, or he may state a position but makes little or no attempt to defend it. Content is inaccurate or inappropriate. His use of language is seriously flawed with numerous grammatical and spelling errors. His letter either lacks a sense of purpose or is completely unpersuasive.

(0) - "Zero" is a special category. It is not an indicator of quality. It should be assigned to papers that are blank, totally illegible, or address a completely different topic.

CREDITS

Multiple-Choice Questions

Question 2 Adaptation of graph from *The Economic History of World Population* by Carol Cipolla (Pelican Books, 1962), copyright © Carol M. Cipolla, 1962. Reproduced by permission of Penguin Books Ltd.

Question 9 Map adapted from *Across Canada: Resources and Regions* (Toronto: Wiley Publishers of Canada Ltd. © 1980) p. 18.

Written-Response Questions

Data Page Ray Silver. "Robot Recovers Broken Nuclear Rod at Bruce" from *The Financial Post*, October 16, 1982, p. 18.

"Health hazards from VDTs to be assessed at symposium" from the *Edmonton Journal*, Nov. 17, 1982, p. C9. Reprinted by permission of the *Edmonton Journal*.

Cartoon "If You're Not Happy in Your Work a Computer Will Be" from Nine to Five by Hutchinsons as found in *The Financial Times of Canada*, July 7, 1979.

"Computerization Not a Threat to Jobs, Report Maintains" from *Canadian Industrial Relations and Personnel Developments Newsletter*, No. 43 (Don Mills, Ontario: Commerce Clearing House Canadian Limited © 1981) p. 841. Reprinted by permission of the Commerce Clearing House Canadian Limited.

"Technology a Threat to Women's Jobs, Says Union Official" from *Canadian Industrial Relations and Personnel Developments Newsletter*, No. 22 (Don Mills, Ontario: Commerce Clearing House Canadian Limited © 1981) p. 670. Reprinted by permission of the Commerce Clearing House Canadian Limited.